DOCUMENT RESUME

ED 304 616 CG 021 489

TITLE	North Carolina Initial Certification Program: Student Services Personnel (School Counselors, School Psychologists, School Social Workers) Two Year Pilot Program 1987-88--1988-89. Draft.
INSTITUTION	North Carolina State Dept. of Public Instruction, Raleigh.
PUB DATE	Sep 87
NOTE	58p.; For the 1985 study, see ED 261 988.
PUB TYPE	Reports - Descriptive (141)
EDRS PRICE	MF01/PC03 Plus Postage.
DESCRIPTORS	*Certification; Counselor Certification; Elementary Secondary Education; *Evaluation Criteria; *Evaluation Methods; *Personnel Evaluation; *Pupil Personnel Services; *Pupil Personnel Workers; School Counselors; School Psychologists; School Social Workers; State Standards
IDENTIFIERS	*North Carolina

ABSTRACT

This document describes the beginning of the North Carolina certification program for student services personnel. The goal of student services as helping to maximize effective learning is described. The manner in which school counseling, school psychology, and school social work fit into this conceptual framework is discussed. The initial certification program components of formal orientation, support system, portfolio, collaborative arrangements, professional development plan, and certification and employment decisions are described. Guidelines for student services personnel are presented in the categories of initial certificate requirements; criteria and procedures for development and approval of comprehensive plans for initially certified personnel; and criteria and procedures to be met by candidates for conversion of an initial certificate to a continuing certificate. A diagram of the certification process is provided. The appendices list job descriptions, functions, competencies, and sample evidence for school counselors, school psychologists, and school social workers. Also included are a discussion of the professional development plans and a sample recommendation form. (ABL)

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NORTH CAROLINA
INITIAL CERTIFICATION
PROGRAM

Student Services Personnel

(School Counselors, School Psychologists, School Social Workers)

2 Year Pilot Program

1987-88 -- 1988-89

Division of Teacher Education
Division of Student Services
State Department of Public Instruction
Raleigh, North Carolina

September, 1987

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INITIAL CERTIFICATION PROGRAM

FOR

STUDENT SERVICES PERSONNEL

INTRODUCTION

Background

Effective January 1, 1985, all newly certified professional education personnel, including student services personnel (school counselors, school psychologists, school social workers), must respond to the Initial Certification Program requirements. At that time, the existing performance appraisal instruments for student services personnel were recommended for use with initially certified individuals.

In December, 1985, a Student Services Committee was formed to develop essential functions and competencies for initially certified personnel in the student services professions. Subcommittees for each area (counseling, psychology, social work) consisted of practitioners, university faculty, and Department of Public Instruction consultants. The committees worked through June, 1986, to draft essential competencies for each student services area and identify components of appropriate support/mentoring processes and procedures. Members of the Student Services Committee were:

Sandra Peace, Elementary Counselor, Wake County Schools
Linda Taylor, Secondary Counselor, Rocky Mount City Schools
Robert Iddings, Director, School Counseling, Greensboro City Schools
Dr. Glenda Hubbard, Professor, Department of Counselor Education and Research, Appalachian State University
Dr. Don Locke, Chair, Counselor Education, NC State University
Brenda Nixon, Coordinator, School Social Work, Cumberland County Schools
Dr. John Ball, Professor, School Social Work Program, East Carolina University
Michael Booher, Lead Psychologist, Greensboro City Schools
Dr. Sally Ward, Director, Student Services, Moore County Schools
Dr. Nancy Kreykenbohm, Coordinator, Psychological Services, New Hanover County Schools
Dr. John Brantley, Coordinator, School Psychology Program, University of North Carolina-Chapel Hill
Dr. William Erchul, Professor, School Psychology Program, NC State University
Dwight Whitted, Coordinator, School Social Work, State Department of Public Instruction
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Development of Functions and Competencies

The Student Services Committee first researched empirical bases for competencies in the respective student services areas. In addition, the theoretical and professional literature was examined. The literature yielded little, if any, empirical support for specific competencies. As a result, the committee chose a conceptual framework that seemed most appropriate for describing essential competencies. That framework is one of effective schools and learning and the support competencies associated with this framework.

Additional considerations included the state standards for university program preparation in each area, the existing performance appraisal instruments, and emerging skills and changes in practices as identified in the professional and research literature. Efforts were made to develop competencies that would be reflective of current practice, as well as to allow for growth of the individual and for changes in the professional practice.

By June, 1986, each subcommittee agreed that the essential competencies for the initially certified person were also applicable to the student services personnel with continuing certification. Several competencies were added to the entry-level competencies for summative performance appraisal of personnel with continuing certification.

The Division of Student Services staff continued to refine the functions, competencies, and a recommended support process for initially certified student services personnel during 1986-87. The recommended competencies were shared with other professionals for feedback, suggestions, and comments. Revisions based on this feedback have been incorporated.

Application of Initial Functions and Competencies

A two-year pilot for the mentor/support processes is being implemented with the student services initial certification functions and competencies. Student services personnel are often limited in number, especially in rural areas. Alternatives for providing appropriate mentoring and professional support requires additional study. Several administrative units that are employing initially certified student services personnel (counselors, psychologists, and/or social workers) and that are interested in piloting proposed support process guidelines will be identified. Pilot school systems will be diverse in size, geographic location, and personnel resources available in order to explore variations necessary in the provision of the support process.

The Divisions of Teacher Education and Student Services will work with these local administrative units in developing strategies and resources for an effective initial certification program for student services personnel. Pilot LEAs will be asked to work toward the implementation of a support process that is being developed by the Department of Public Instruction. This process incorporates recommendations from the Student Services Initial Certification Program Committee.

Proposed guidelines for initially certified student services personnel are compatible with those guidelines for teachers in that they address support and assessment during the two-year initial period prior to the award of a continuing certificate. Elements of the support process include professional mentoring by someone trained in the same specialty area, administrative and specialty supervision, and school representation from other appropriate professional educators. Phases of the support process include initial planning with the support team; at least three formal evaluative feedback conferences each year; multiple sources of data collection regarding performance; and a summative, end-of-year conference.

CONCEPTUAL FRAMEWORK FOR STUDENT SERVICES COMPETENCIES

Effective Learning:

The Goal of Student Services

The primary goal of student services personnel (counselors, psychologists, and social workers) is to help maximize the learning and development of all students. In pursuit of this goal, student services personnel provide services to students, teachers, parents, and administrators to assist with school and classroom effectiveness. Consequently, student services personnel make important contributions to the organization and development of effective schools.

Many factors that characterize effective schooling and teaching are based upon principles of learning and human behavior in which counselors, psychologists, and social workers have training. Variables identified in effective schools research include instructional leadership, shared goals and a common mission, allocation and use of time, classroom management and structure, the nature of teacher feedback and reinforcement, relationships between what is taught and what is tested, classroom flexibility for individual students, interactions between teacher and student, and patterns of student/staff/parent involvement. These variables involve application of knowledge about human behavior at the individual, group, and organizational levels.

Learning is a process involving complex human behaviors and, as such, involves attitudes, emotions, thought, information, and psychomotor activity. Applying principles of human development and learning to education involves identifying factors or conditions that lead to the acquisition of skills and competence. These factors may be manifested in individual students or may be present in the overall classroom environment or program. Both individual and classroom processes, as well as their interaction, are important to improved educational programs.

The Student Services ICP Committee believed that promoting effective schools and teaching is an appropriate framework for explaining the functions of student services personnel. Specific ways that counselors, psychologists, and social workers contribute to effective schools and teaching are identified below.

School Counseling

Several characteristics of effective schools are relevant to school counseling: school climate, curriculum and instruction, coordinatorion of support services, student appraisal, clear goals and objectives, and parent/community support. By linking these elements with the areas of school counselor training, the committee determined that school counselors assist the organization and development of effective schools by their performance in the following areas:

- Contributing to a healthy school climate;
- Assisting with curriculum development for appropriate instruction;
- Counseling individual and groups of students;
- Consulting with teachers and parents about student development;
- Coordinating activities to assist with informational services, community relations, student appraisal, and program evaluation.

Using these general areas as a framework, the committee developed specific competencies after reviewing the counseling literature and current guidelines for the preparation of school counselors. These competencies are categorized under six job

functions: planning, counseling, consulting, coordinating, student appraisal, and professional practices and development.

School Psychology

School psychologists contribute to making schools and instruction more effective in a number of ways. In the classroom, school psychologists collaborate with teachers to establish effective instructional and management strategies, identify various student learning styles, and diagnose specific instructional levels, skills, and needs of students. In addition to academic and achievement variables, personal and social concerns may prevent students from fully benefiting from the educational process. Psychologists assist students with these concerns as appropriate through counseling, staff and parent consultation and training, and liaison and referral to community resources.

In the overall school system, school psychologists provide programs and services to assist with:

- developing school programs and environments that enhance learning;
- developing classroom and school-based management systems that enhance instructional time and reduce individual management problems;
- developing classroom and school-based programs that promote sound personal/social adjustment; and
- ensuring more active and knowledgeable parent participation.

Competencies deemed appropriate to carry out these functions in the schools are categorized under seven job functions: (1) assessment (of students and environments) and interpretation; (2) direct interventions for students; (3) consultation and training for parents and other educators; (4) program development; (5) school psychology program implementation; (6) professional practice and development; and (7) communication and relationship skills.

School Social Work

To benefit from instructional programs and effective teaching, students must be ready to learn. Personal and social concerns may preclude the ability of the student to benefit from the academic program. School social workers assist teachers, administrators, and parents in meeting student needs that go beyond academics, yet relate to the overall educational success of the student.

School social workers contribute to effective schooling in a number of ways, including:

- developing programs that promote positive school environments;
- addressing social and personal issues that prevent students from benefitting fully from their school programs;
- consulting with teachers and other school personnel about particular student needs;
- counseling students and families;
- referring students and parents to appropriate community resources to meet identified needs.

Social workers may work directly with students and families to address the student's social, emotional, and material needs. They may provide special assistance by appropriately involving parents in the student's learning process and educational programs. Their involvement in program development facilitates educational programs that better meet the needs of all students.

The eight job functions used to define school social work practice are: (1) assessment of student needs, (2) program planning and evaluation, (3) direct services to students and families, (4) advocacy for student needs, (5) consultation and education, (6) coordination and liaison, (7) management of time, resources, and work, and (8) professional practice and development.

INITIAL CERTIFICATION PROGRAM COMPONENTS

The Initial Certification Program is designed to offer the necessary support for an individual's professional growth during the first two years of employment. A support team or mentor, periodic assessment of skills, satisfactory evaluations of performance, and completion of a professional development program assist the employee to document satisfactory performance. Satisfactory performance for student services personnel shall be determined using the initial certification job functions and competencies developed for each student services area.

Each initially certified employee entering the profession for the first time is required to participate in the Initial Certification Program for two years. Initially certified persons employed for full time service will be considered to have participated for one full year if they participate for six (6) consecutive calendar months in the same LEA. Initially certified persons employed under temporary contracts for periods of less than six (6) calendar months in a single year will not be officially enrolled in the Initial Certification Program. Personnel employed in North Carolina who have had previous experience in other states will participate for the two year period, in appropriate experiences based on individual needs. These experiences will be determined by a support team or a mentor and the supervisor and will be individually prescribed in terms of type and duration based on the level of functioning on the appropriate initial certification criteria.

Upon successful completion of all certification requirements and recommendation from an employer with an approved plan, the employee is eligible for continuing certification and further career growth in the profession.

FORMAL ORIENTATION

The two-year process for initially certified personnel begins with a systemwide orientation, which includes an introduction to the Quality Assurance Program and the Performance Appraisal System for Initially Certified (PAS/IC), as well as an overview of the support and appraisal process. This should be conducted prior to the first evaluative procedure. This experience should also be designed to give the employee an overview of the Initial Certification Program.

SUPPORT SYSTEM

The LEA must provide for the assignment of a mentor or support team for each initially certified person to provide guidance, counsel and promote assimilation into the profession. Guidelines for each component of the support system are delineated below:

Composition

In cases where the LEA deems a mentor to be the appropriate support person for a counselor, social worker, or school psychologist, the immediate supervisor or his/her designee should share the responsibility for providing support.

If a support team(s) is established, it must include but not be limited to (1) a career status support services worker; (2) the supervisor or his/her designee; and (3) another education representative, which may include but again is not limited to an IHE member, central office supervisor/administrator. Personnel from other LEAs, SDPI/Regional Center, or IHEs may be invited to serve as a resource to the team as appropriate.

Selection

In addition to basic mentor characteristics as outlined for teachers, some specific criteria are applicable to student services personnel. In lieu of success in classroom performance, the mentor for any given student services ICP should have demonstrated success in the functions identified for the respective student services specialty.

An attempt should be made to locate a career status mentor in the respective area (one with three years experience and above standard ratings). However, due to the limited number of student services personnel in some areas, special considerations may be necessary. If an appropriate mentor is not available in the school system, several options may be pursued:

- recruit a student services individual with the same certification from a neighboring local administrative unit (perhaps agreeing to exchange for someone with certification in an area that they need);

- seek a faculty member in the respective area from a cooperating IHE.

- seek a professional who is from another specialty area within the same profession as the IC person to serve as a mentor for a specified function (e.g., a counseling or clinical psychologist to mentor the counseling competencies for a school psychologist; a generally trained social worker to mentor social work interventions for a school social worker). This option should be used only as a last resort, since other specialty areas may not have an educational orientation.

SDPI staff will assist the pilot LEAs in seeking appropriate mentors. An effort will be made to involve university faculty from respective training programs and to work with the professional associations in the student services areas to identify personnel who might be willing to serve as mentors.

If the ICP's immediate supervisor is certified in the same area and it is necessary to use that individual as the mentor, the supervisor should be sensitive to the distinction between mentoring support and supervisory evaluations.

Training

Each LEA is responsible for assuring the delivery of appropriate training of mentors/support team members. The actual training should be designed and delivered as a collaborative effort between SDPI, IHEs and LEAs.

Suggested training components include but are not limited to: (1) orientation and clarification of roles; (2) evaluation skills using the PAS/IC for the appropriate student services area; (3) conferencing skills; (4) theories of adult development; and (5) development of a Professional Development Plan (PDP). Training should begin prior to the initial evaluation. Follow-up sessions and activities to address specific needs of mentors or support team members should be planned as needed. The training component must include assessment of competencies so as to assure that mentors and support team members have the skills to perform in these roles.

Responsibilities

The primary role responsibility and/or function of mentors and support team members is two-fold: (1) to assess the demonstrated performance of initially certified

personnel and (2) to facilitate the development and refinement of essential practices and skills. Appropriate duties and responsibilities may include the following:

1. Conduct conferences with the initially certified employee to become acquainted and to discuss respective responsibilities and expectations.

2. Conduct a minimum of three formal evaluation procedures per year according to the following schedule:

   First evaluation before October 30;
   Second evaluation between October 30 and January 15;
   Third evaluation after January 15.

3. Support teams must meet after the evaluation(s) to derive consensus based upon the appropriate PAS/IC and to begin to prepare for the Professional Development Plan. Within five working days a meeting between the team and the Initially Certified employee shall be conducted to share the results of the team's decisions. The beginning employee should share in the development of the PDP. The immediate supervisor or designee shall serve as the chairperson of the support team.

4. Conduct additional evaluations, as needed, for the purpose of giving technical feedback and assistance for the growth and development of the initially certified personnel.

5. Provide or link appropriate technical assistance to the initially certified person as needed.

6. Make copies of formative and summative assessments available for the development of the Professional Development Plan for each employee.

7. Assure that appropriate data is included in the portfolio of the person.

PORTFOLIO

The portfolio for student services ICPs should contain at least the following documentation: (a) a copy of the PDP and any additions and/or modifications made to the plan; (b) a copy of identified strengths and areas for development, determined from evaluative procedures and other methods of evaluation; (c) a summative data report, support team summary, and student services employee comments at the end of each year; and (d) documentation of completion of strategies in the PDP. Because the evaluation of student services personnel will involve multiple sources of data and evaluation procedures, records of results from all of these evaluative procedures should be maintained in the portfolio. The initially certified employee should receive copies of all data included in the portfolio.

The support team will review the contents of the portfolio annually with the employee. The portfolio should be maintained in an official file (separate from personnel files) by the superintendent or his/her designee. It is intended that the portfolio be forwarded from one LEA to another in N.C., should an employment change occur within the state during the period of initial certification. Should an initially certified employee leave the profession prior to achieving continuing certification, the portfolio will be maintained by the employer for five (5) years from the date of initial employment, or until requested by the employee to forward it to another LEA in the state.

COLLABORATIVE ARRANGEMENTS

Institutions of Higher Education (IHEs): For the purposes of assisting initially certified student services personnel, possible areas of collaboration with IHEs in the areas of school counseling, school psychology, and school social work may include: IHE faculty as mentors, IHE faculty as part-time mentors for specific functions only (other functions covered by LEA staff), availability of courses and/or IHE faculty time for assisting ICPs to address areas needing improvement.

Professional Associations: The Division of Student Services staff, SDPI, will work with the respective professional associations in counseling, psychology, and social work in an attempt to identify a pool of appropriately trained and experienced personnel to serve as mentors.

PROFESSIONAL DEVELOPMENT PLAN

The purpose of the PDP is to facilitate and document the systematic professional growth of an initially certified employee, clearly delineating the strategies, service deliveries and resources available. Appendix D contains a copy of suggested format and the guidelines for its use.

CERTIFICATION AND EMPLOYMENT DECISIONS

Certification is a State Board of Education responsibility. The issuance of a certificate is not a property right. Certification decisions are legally and clearly separate from employment decisions, which are the responsibility of the local board of education. Each decision has a different purpose and the two decisions are separate.

NORTH CAROLINA INITIAL CERTIFICATION PROGRAM

GUIDELINES FOR STUDENT SERVICES PERSONNEL

1. INITIAL CERTIFICATE REQUIREMENTS

(a) Initial certification extends professional education into the first two years of actual employment to assure the ability of practicing professionals on an independent basis to meet established performance criteria prior to the award of a continuing certificate.

(i) The initial certificate is issued to persons who meet certification requirements.

(ii) The initial certificate is also issued to persons who complete certification requirements in a new service area, such as administration.

(iii) The initial certificate is valid for a maximum of two years and allows a person to obtain public school employment. If the person does not obtain acceptable employment during the two-year period, the holder must apply to the Division of Certification for an extension of the initial certificate. The Division may extend the initial certificate for up to two years provided that five years have not elapsed from the date of qualification as determined by the dating and/or renewal requirements contained in 16 NCAC 6C .0301(e) and 6C .0307.

(iv) For purposes of meeting the performance requirements to convert an initial certificate to a continuing certificate through the Initial Certification Program, a year is defined as not less than six (6) successive calendar months of full time employment in one local school administrative unit or non-public school with an approved program plan.

(v) Initially certified employees who become employed by a different local school administrative unit after they complete one year of participation in the Initial Certification Program will have their portfolios forwarded to the administrative unit of current employment for their second year of participation in the program.

(vi) The initial certificate becomes null and void after two years of unsuccessful experience and will not be extended; provided that the holder may return to an approved program to correct deficiencies and receive a new initial certificate for employment. The holder must then meet the performance requirement.

(b) To convert the initial certificate to a continuing certificate, the holder must:

(i) serve two years with a local school administrative unit that has a comprehensive program plan for initially certified personnel that meets criteria established by the State Board of Education for conversion of an initial certificate and receive the recommendation of the locally designated official by which employed.

2. CRITERIA AND PROCEDURES FOR DEVELOPMENT AND APPROVAL OF COMPREHENSIVE PLANS FOR INITIALLY CERTIFIED PERSONNEL.

(a) Each local board of education shall develop a comprehensive program plan for initially certified personnel and present that plan to the Department of Public Instruction. Non-public schools that have a state-approved staff development program are eligible to submit a plan for approval. Each plan must:

(i) describe adequate provisions for efficient management of the program;

(ii) provide for formal orientation for initially certified personnel describing available services, training opportunities and the process for achieving a continuing certificate;

(iii) provide for the assignment of a mentor or support team, as determined by the LEA based on need(s), for each initially certified person, to provide guidance;

(iv) in cases where the LEA deems a mentor to be the appropriate support person, the immediate supervisor or his/her designee shall share the responsibility for providing the support;

(v) the support team for each initially certified student services employee shall include a career status student services person who holds the same certification as the ICP (i.e., counselor, psychologist, or social worker); the supervisor or his/her designee; and another education representative which may include but is not limited to an IHE member, a teacher, a principal, or a person holding continuing certification in another area of student services;

(vi) provide for conducting a minimum of three evaluative procedures per year (e.g., observations, review of taped sessions, simulations, structured interviews). At least one procedure must be announced and preceded by a preconference and followed by a post-conference. The others may be unannounced but must be followed by a post-conference to give appropriate feedback. Observations of student services personnel should be conducted in part by persons trained in the function being observed. Observers should be sensitive to issues of confidentiality and to the influence of a third-party (the observer) on certain functions (e.g., counseling, assessment, parent conferences). If observations are to be conducted for any potentially sensitive areas, guidelines for those observations should be specified clearly in advance. The first evaluative procedure is to occur prior to October 30, the second to occur between October 30 and January 15, and the third to occur after January 15. Other ongoing evaluative procedures should occur throughout the year, with results being maintained in the portfolio.

(vii) provide for the preparation of an individualized professional development plan for each initially certified person that identifies goals, strategies and progress toward improving professional skills;

(viii) provide for a structure to identify and deliver services and technical assistance needed by initially certified personnel;

(ix) provide for maintenance of a cumulative portfolio that contains the professional development plan and official documentation of performance in function areas of the appropriate performance appraisal instrument;

(x) assure that the program plan was developed in collaboration with IHE(s) having approved teacher education programs and describes their continuous involvement with the program;

(xi) describe a plan for the systematic evaluation of the program to assure program quality, effectiveness, and effective management;

(xii) designate a person to verify successful completion of the two-year initial certification program and make recommendations regarding continuing certification, such recommendations to be accompanied by written justification; and

(xiii) document that the local board of education has adopted the plan.

(b) The Division of Teacher Education of the Department of Public Instruction will administer the program.

(c) The Division of Teacher Education will review each plan submitted and determine whether the plan meets the criteria in paragraph 2(a). The Division will recommend approval or disapproval of each plan to the State Board of Education.

(d) If the State Board disapproves any plan, it shall specify changes that must be made in the plan and the date by which those changes must be accomplished. The local board of education will implement those changes by the date specified by the State Board.

(e) The State Board will approve plans on a continuing basis, but each local board of education shall file an annual report with the Division of Teacher Education in the form specified by the Division. The Division will make an annual report to the State Evaluation Committee on Teacher Education and to the State Board of Education.

(f) If the Division of Teacher Education determines that a plan no longer meets the criteria established in paragraph 2(a), or that a plan is not being implemented according to those criteria, the Division will immediately report such deficiencies to the State Board.

(g) The State Board reviews reports of deficiencies from the Division of Teacher Education, directs the local board of education to implement any necessary changes in its plan, and specifies the date by which such changes must be implemented. The local board will comply with the State Board's directions.

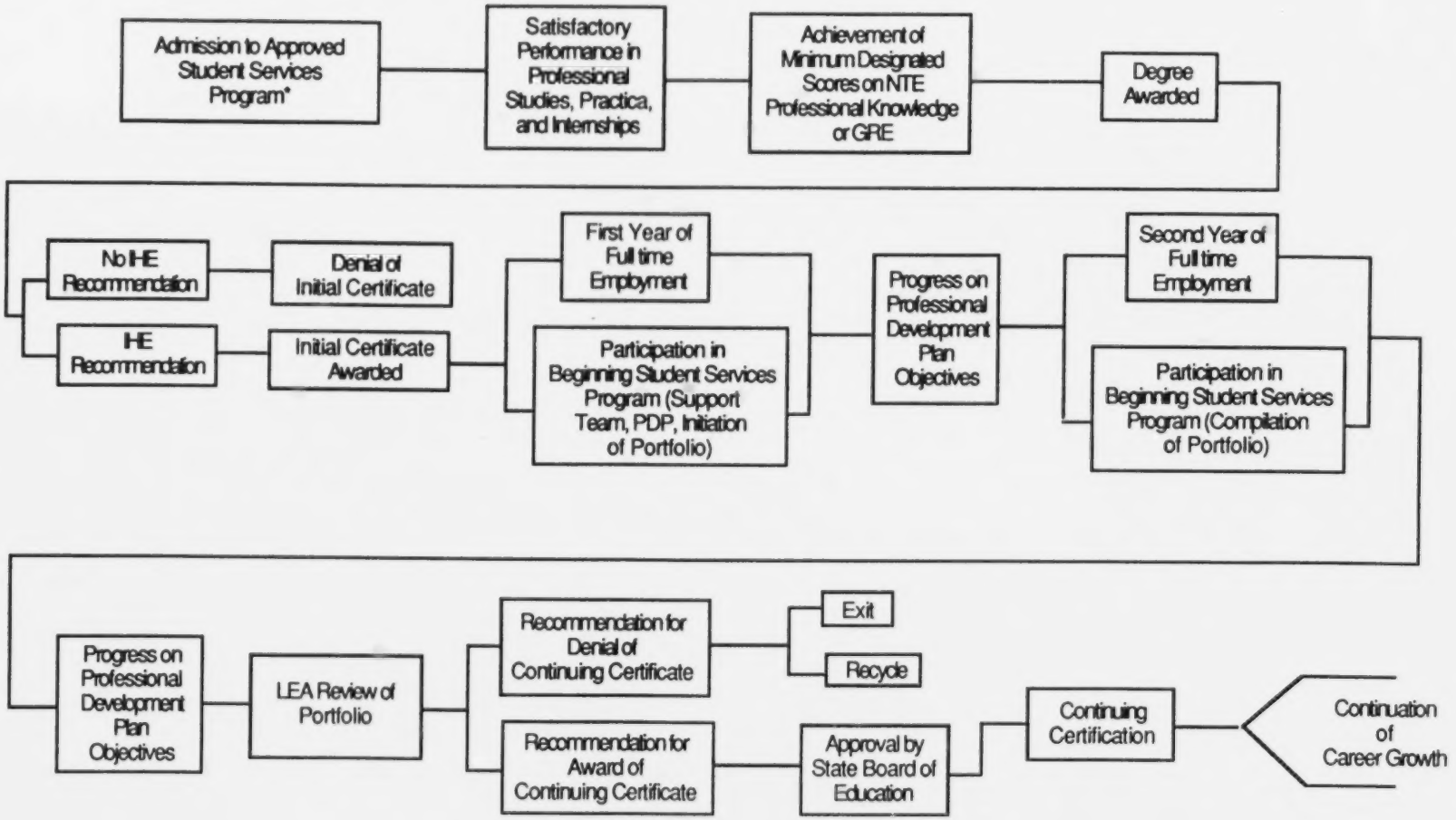
3. CRITERIA AND PROCEDURES TO BE MET BY CANDIDATES FOR CONVERSION OF AN INITIAL CERTIFICATE TO A CONTINUING CERTIFICATE.

(a) No later that April 15 of the second year of employment of the holder of an initial certificate, the locally designated official shall determine whether the employee will be recommended for conversion to a continuing certificate. The official shall make this determination on the basis of the information contained in the holder's cumulative portfolio. In no event shall the locally designated official recommend the conversion of an initial certificate to a continuing certificate for any person who has not received a rating of "at standard" or higher on each of the function areas of the appropriate performance appraisal instrument on the final observation prior to April 15 of the second year of employment.

(b) The official shall make the recommendation for conversion of an initial certificate on a form prescribed by the Division of Certification. The Division will review each recommendation to determine whether the person recommended has in fact achieved a rating of "at standard" or higher on each function area of the appropriate performance appraisal instrument. If the person recommended has achieved the required rating level, the recommendation of the locally designated official will be approved. If the person recommended has not received the required rating level, the recommendation of the locally designated official will be disapproved.

(c) Any person not recommended by the locally designated official for conversion from an initial certificate to a continuing certificate may have that recommendation reviewed by filing a contested case petition in accordance with Article 3 of Chapter 150B of the General Statutes of North Carolina.

THE CERTIFICATION PROCESS FOR STUDENT SERVICES PROFESSIONALS


Admission to Approved Student Services Program*
Satisfactory Performance in Professional Studies, Practica, and Internships
Achievement of Minimum Designated Scores on NTE Professional Knowledge or GRE
Degree Awarded
No IHE Recommendation
Denial of Initial Certificate
IHE Recommendation
Initial Certificate Awarded
First Year of Full time Employment
Participation in Beginning Student Services Program (Support Team, PDP, Initiation of Portfolio)
Progress on Professional Development Plan Objectives
Second Year of Full time Employment
Participation in Beginning Student Services Program (Compilation of Portfolio)
Progress on Professional Development Plan Objectives
LEA Review of Portfolio
Recommendation for Denial of Continuing Certificate
Exit
Recycle
Recommendation for Award of Continuing Certificate
Approval by State Board of Education
Continuing Certification
Continuation of Career Growth

NOTE: An individual may opt out of the process at any stage.
All steps are subject to State standards, guidelines, and competencies.

* Training program entry levels are as follows:
School Counselor – Masters level
School Psychologist – Sixth Year level
School Social Worker – Bachelors or Masters level

APPENDIX A

(School Counselor)

JOB DESCRIPTION OF THE SCHOOL COUNSELOR

REPORTS TO: Principal and/or Counseling Supervisor

SUPERVISES: May coordinate and direct activities of counselor aides and clerical assistants.

PURPOSE: To help all students develop skills in the areas of personal-social growth, educational planning, and career and vocational development.

DUTIES AND RESPONSIBILITIES:

1. MAJOR FUNCTION: PROGRAM PLANNING

The school counselor establishes the school counseling program and develops activities and resources to implement and evaluate the program. The school counselor involves other school staff in making decisions about the school counseling program.

2. MAJOR FUNCTION: COUNSELING

The school counselor provides individual and group counseling services to meet the developmental, preventive, and remedial needs of students.

3. MAJOR FUNCTION: CONSULTING

The school counselor consults with students, parents, teachers, and other school and community personnel to assist in meeting the needs of students.

4. MAJOR FUNCTION: COORDINATING

The school counselor coordinates all counseling services for students and assists with the coordination and implementation of student services in the school. The counselor also assists teachers with the Guidance Curriculum.

5. MAJOR FUNCTION: STUDENT APPRAISAL

The school counselor accurately interprets test results and other student data. The counselor also assists teachers with the educational placement of students by using appropriate educational assessment strategies.

6. MAJOR FUNCTION: PROFESSIONAL PRACTICES AND DEVELOPMENT

The school counselor adheres to ethical standards of the counseling profession, and abides by the laws, policies, and procedures that govern the schools. The counselor also participates in professional associations and upgrades professional knowledge and skills when needed.

SCHOOL COUNSELOR: INITIAL CERTIFICATION FUNCTIONS, COMPETENCIES, AND SAMPLE EVIDENCES

The following are suggested examples of counselor performance that are evidences of each of the major junctions for school counselors. Because each work situation is different, it is not likely that all of these evidences will be demonstrated by every school counselor. The evaluator is urged to develop a similar list of expectations specifically for the school counselor being evaluated. These expectations should provide indication that the six major functions are being performed.

1.0 MAJOR FUNCTION: Program Planning

1.1 Organizes the counseling program by assessing needs, setting goals, and formulating a plan of action and program evaluation.

Sample Evidences

a. Identifies student needs based on input from students, parents, and teachers.

b. Reports to the school administration and staff about the annual goals and services of the counseling program.

c. Evaluates counseling services and activities.

1.2 Initiates and coordinates school-wide counseling services and activities.

Sample Evidences

a. Plans and conducts special events, such as "Career Night," "Handicap Awareness Week," "Good Citizen of the Month."

b. Helps the school administration identify and remedy school policies and programs that inhibit student and staff development.

c. Helps the school administration develop policies and programs that benefit student and staff development.

1.3 Manages time effectively and provides services on schedule.

Sample Evidences

a. Maintains a calendar of activities and services of the school counseling program.

b. Completes assignments according to scheduled timelines.

c. Is punctual.

1.4 Maintains an organized, functional, and up-to-date office/counseling center.

Sample Evidences

a. Keeps materials up-to-date and filed in a systematic order.

b. Creates a pleasing atmosphere.

c. Uses attractive bulletin boards to share information.

d. Arranges furniture to have a positive influence on counseling and consulting processes.

e. Schedules facilities for best utilization of the counseling program.

1.5 Seeks input from teachers and staff in making decisions about the school counseling program.

a. Meets with the school guidance committee to receive input about the counseling program.

b. Uses written communications to facilitate teacher referrals and teacher feedback.

2.0 MAJOR FUNCTION: Counseling

2.1 Demonstrates knowledge of counseling theories by selecting appropriate models and techniques for individual and group counseling.

Sample Evidences

a. Describes the counseling models and techniques being employed in specific cases or being used with particular groups.

b. Is observed (on auditory or video tape) using techniques congruent with the counseling model being applied.

2.2 Uses appropriate counseling processes and techniques for individual and group sessions to meet developmental, preventive, and remedial needs of students.

Sample Evidences

a. Is observed (on auditory or video tape) using appropriate counseling skills and techniques.

b. Describes various counseling skills used in individual and group sessions.

c. Distinguishes between developmental, preventive, and remedial counseling relationships.

2.3 Uses appropriate assessment and diagnostic procedures for determining and structuring individual and group counseling services.

a. Applies interviewing, observation, and other assessment techniques in determining appropriate services.

b. Explains rationale for using particular assessment or diagnostic techniques.

c. Has appropriate selection procedures for establishing groups.

2.4 Follows up individual and group counseling to monitor student progress.

Sample Evidences

a. Sends written communications to parents/teachers to check on student progress.

b. Schedules follow-up contacts with students.

3.0 MAJOR FUNCTION: Consulting

3.1 Demonstrates knowledge of consulting processes and techniques with students, parents, teachers, and administrators.

Sample Evidences

a. Is observed using appropriate consulting processes and techniques in individual and group settings.

b. Explains the appropriate use of various consulting skills.

c. Distinguishes between consulting and counseling relationships.

d. Holds parent/teacher conferences.

3.2 Assists parents and teachers in understanding and responding to developmental levels of students.

Sample Evidences

a. Uses school newsletter or handouts to inform teachers and parents about developmental stages/needs of students.

b. Helps teachers and parents understand student test performance in relation to student development.

c. Provides behavioral suggestions to teachers and parents that are developmentally appropriate for students.

d. Provides materials to teachers to assist them in the implementation of the Guidance Curriculum.

3.3 Presents instructional/informational programs to groups of students, parents, and teachers (e.g., parent education programs, group guidance, teacher inservice).

Sample Evidences

a. Conducts parent programs to provide information/instruction.

b. Conducts teacher inservice based on assessed teacher needs.

4.0 MAJOR FUNCTION: Coordinating

4.1 Communicates effectively with students, parents, and staff.

Sample Evidences

a. Uses correct verbal and written communications.

b. Maintains a file of resource persons available for classroom and/or group discussion.

c. Maintains communication with appropriate community agencies.

d. Informs students and parents about career opportunities, post-secondary application procedures, financial aid, etc.

e. Uses the media - newspaper, radio, TV - to announce programs and events of the school counseling program.

4.2 Advocates for all students.

Sample Evidences

a. Demonstrates an awareness of the cultural differences and needs of students in the school.

b. Helps the school administration identify programs and policies that may be discriminatory.

c. Apprises teachers of special services that exist or are available to students.

d. Assures that all students have equal access to the counseling program regardless of race, national origin, sex, religion, or handicap.

4.3 Assists teachers with the integration of guidance activities into the curriculum.

Sample Evidences

a. Provides inservice to teachers about the Guidance Curriculum.

b. Provides materials and resources to teachers for doing guidance activities in the classroom.

c. Plans with teachers ways to integrate guidance in daily instruction.

d. Presents model guidance activities in the classroom.

4.4 Shares appropriate information about students with school personnel, parents, and community agencies.

Sample Evidences

a. Demonstrates appropriate confidentiality in dealing with others.

b. Provides information to teachers/parents for implementing developmental and remedial strategies.

c. Uses proper procedures to assure that access to student records conforms to the Family Educational Rights and Privacy Act.

4.5 Makes appropriate referrals of students to school and community programs.

Sample Evidences

a. Is knowledgeable of local and state service agencies.

b. Follows procedures in making referrals.

c. Maintains communications with local agencies.

d. Allows parents to choose agencies most appropriate for them and their children.

e. Follows up to determine effectiveness of referral services.

4.6 Assists with coordination of student services in the school.

Sample Evidences

a. Meets on a regular basis with other student services professionals: nurse, social workers, psychologist.

b. Coordinates efforts with other student services workers to avoid duplication of services.

5.0 MAJOR FUNCTION: Student Appraisal

5.1 Interprets testing results and other student data accurately.

Sample Evidences

a. Interprets summary report of annual testing to administration and staff.

b. Confers with parents about their children's test results.

c. Helps teachers understand student data when transferred from other schools.

5.2 Conducts nonstandardized educational assessment according to professional practices (e.g., classroom observation).

Sample Evidences

a. Conducts classroom observation of students to help determine most appropriate services.

b. Uses appropriate interviewing techniques in gathering information from students, parents, and teachers.

c. Makes appropriate use of informal questionnaires and interest inventories.

6.0 MAJOR FUNCTION: Professional Practices and Development

6.1 Adheres to ethical standards of the counseling profession.

Sample Evidences

a. Demonstrates ethical behaviors.

b. Maintains a file of pertinent ethical guidelines.

c. Explains confidentiality and privileged communication to students.

d. Demonstrates understanding of own professional limitations.

6.2 Follows the laws, policies, and procedures which govern school programs.

Sample Evidences

a. Demonstrates knowledge of federal, state, and local laws that are applicable to school counseling programs.

b. Uses established reporting procedures and channels.

6.3 Carries out other school duties assigned by the administration, provided these assignments do not interfere with the counseling program and services to students.

Sample Evidences

a. Monitors/supervises student activities and clubs.

b. Meets timelines for assigned activities.

C. Reports to administration if extra duties are infringing on counseling responsibilities.

APPENDIX B

(School Psychologist)

JOB DESCRIPTION OF THE SCHOOL PSYCHOLOGIST

REPORTS TO: Superintendent, Level II or Level III School Psychologists, Director, or Associate or Assistant Superintendent.

SUPERVISES: May supervise professional, paraprofessional and clerical staff.

PURPOSES: To facilitate learning and to promote the cognitive, social and personal development of all students.

DUTIES AND RESPONSIBILITIES:

1. MAJOR FUNCTION: ASSESSMENT AND INTERPRETATION

Identifies and assesses the learning, development, and adjustment characteristics and needs of individuals and groups, as well as the environmental factors that affect learning and adjustment. Uses assessment data about the student and his/her environment(s) in developing appropriate interventions and programs.

2. MAJOR FUNCTION: DIRECT INTERVENTIONS FOR STUDENTS

Provides interventions to students to support the teaching process and to maximize learning and adjustment.

3. MAJOR FUNCTION: CONSULTATION AND TRAINING

Provides consultation to parents, teachers, other school personnel, and community agencies to enhance the learning and adjustment of students.

4. MAJOR FUNCTION: PROGRAM DEVELOPMENT

Assists in the planning, development, and evaluation of programs to meet identified learning and adjustment needs.

5. MAJOR FUNCTION: SCHOOL PSYCHOLOGY PROGRAM IMPLEMENTATION

Delivers a planned and coordinated program of psychological services.

6. MAJOR FUNCTION: PROFESSIONAL PRACTICE AND DEVELOPMENT

Applies ethics and standards of professional practice in the delivery of school psychological services and observes relevant laws and policies that govern practice. Participates in professional organizations and continually seeks to improve professional knowledge and skill.

7. MAJOR FUNCTION: COMMUNICATION AND RELATIONSHIP SKILLS

Communicates effectively with students, parents, and school staff.

SCHOOL PSYCHOLOGY: INITIAL CERTIFICATION FUNCTIONS, COMPETENCIES, AND SAMPLE EVIDENCES

1.0 MAJOR FUNCTION: ASSESSMENT AND INTERPRETATION

Identifies and assesses the learning, development, and adjustment characteristics and needs of individuals and groups, as well as the environmental factors that affect learning and adjustment. Uses assessment data about the student and his/her environment(s) in developing appropriate interventions and programs.

1.1 Assists in early identification of students' learning and adjustment problems.

Sample Evidences

a. Collaborates with school staff in the development of screening procedures and the selection of screening instruments.

b. Assists in the selection and utilization of (annual) group tests; utilizes group test data to identify students at risk.

c. Serves on school-based assistance teams, screening committees or other similar groups.

1.2 Conducts assessments appropriate to the focus of concern and according to prevailing professional standards.

Sample Evidences

a. Reviews evaluation referrals for clarity and specificity; obtains additional information as needed.

b. Selects assessment procedures according to reasons for referral and diagnostic data needed.

c. Demonstrates assessment knowledge and skills in the areas of academic performance, social/emotional functioning, and behavior

d. Reports contain evidence of multi-sourced assessments including: curriculum-based assessment, criterion-referenced instruments, systems of observation and interaction, norm-referenced instruments, questionnaires, checklists, and/or rating scales.

e. Considers interactions among the different areas assessed in determining the student's needs.

f. Interviews with with students, teachers, and parents (when possible) are a regular part of assessment procedures.

g. Applies psychological and psychoeducational assessment techniques and procedures in a valid manner (e.g., establishes rapport, follows standardized procedures, identifies factors which may influence assessment outcomes).

1.3 Conducts assessments with consideration of the characteristics of the student or group of students (including ethnic, cultural, socio-economic, and handicapping considerations).

Sample Evidences

a. Selects assessment procedures designed to reduce bias in testing and evaluation.

b. Reports cautions and limitations in interpretation of data based on student characteristics.

1.4 Assists in identifying factors in the learning environment that may affect the student and assessing their degree of impact.

Sample Evidences

a. Serves on assistance teams and assists with the development of prereferral interventions.

b. Conducts interviews with teachers and parents to determine setting or environmental factors (including antecedents and consequences) that may contribute to the student's behavior and progress.

c. Assesses classroom and/or school situations using observational systems, questionnaires, environmental checklists, sociometrics, etc., as part of the assessment procedures.

d. Assessments include information on classroom interactions, the instructional environment, other setting factors that may be relevant to student performance.

e. Considers the interaction of these environmental factors with student characteristics and needs.

1.5 Integrates data from assessment procedures and develops hypotheses relative to (1) instructional and educational programming and (2) program eligibility and placement.

Sample Evidences

a. Integrates data from a multi-sourced assessments to identify students' characteristics, strengths, and needs.

b. Derives logical and relevant hypotheses about the implications of all available data (e.g., test results, observations, historical/developmental information) which address referral questions and suggest potential intervention strategies.

c. Considers the impact of classroom environments, interventions attempted to date (degree to which implemented and outcomes) and any other pertinent information when making a classification decision.

d. Attributes limits and confidence levels to hypotheses.

1.6 Assists in planning and developing interventions, programs and/or services based on the identified needs of the student or group of students.

Sample Evidences

a. Collaborates with other staff in planning for students.

b. Intervention programs are comprehensive, addressing academic, behavioral, and social-emotional needs as appropriate.

c. Intervention program objectives are clearly related to identified needs.

2.0 MAJOR FUNCTION: DIRECT INTERVENTIONS FOR STUDENTS

Provides interventions to students to support the teaching process and to maximize learning and adjustment.

2.1 Teaches students how to develop effective learning strategies and personal and social skills.

Sample Evidences

a. Assists students in developing effective ways to retain and process information.

b. Assists students in developing self-monitoring strategies or other cognitive skills.

c. Provides direct instruction when necessary on a short-term basis, especially to determine appropriate instructional methods.

d. Provides social and/or cognitive skills training for individual or groups of students (e.g., decision-making skills, refusal skills, assertiveness).

e. Participates in developing and implementing prevention programs related to current social concerns (e.g., suicide, substance abuse, teenage pregnancy, dropouts).

2.2 Counsels students on educational and personal adjustment issues.

Sample Evidences

a. Helps students understand their own learning needs and styles.

b. Conducts individual and/or group counseling sessions that focus on improving educational progress and personal adjustment.

c. Selects counseling approaches appropriate to student(s) concerns and characteristics.

d. Intervenes with students in crisis situations.

e. Counsels with students and parents as a family system.

2.3 Evaluates effectiveness of individual and group interventions and modifies interventions based on data collected.

Sample Evidences

a. Establishes timelines for reviewing effectiveness of interventions.

b. Determines if the interventions were implemented as planned.

c. Solicits feedback (via direct contact, questionnaires, etc.) from parents, teachers, and other school personnel, as appropriate, regarding perceived effectiveness of interventions.

d. Determines effectiveness of intervention(s) based on objectives generated during planning.

e. Based on effectiveness feedback, the psychologist collaborates with others as necessary to modify current interventions and/or generate new interventions.

f. Views modification as an ongoing process to meet the identified or changing needs of students.

3.0 MAJOR FUNCTION: CONSULTATION AND TRAINING

Provides consultation to parents, teachers, other school personnel, and community agencies to enhance the learning and adjustment of students.

3.1 Demonstrates knowledge of consultation models and processes.

Sample Evidences

a. Understands more than one model of consultation. (e.g., behavioral, mental health, organizational development).

b. Explains the particular approach used and why it was selected.

c. Analyzes where breakdowns in the consultation process occur.

3.2 Consults with teachers, other school staff, and parents about ways to facilitate learning and adjustment for individuals or groups of students.

Sample Evidences

a. Applies knowledge of effective consultation procedures in working with parents, teachers and other school personnel.

b. Conducts conferences with teachers and other school personnel to discuss student needs and cooperatively develops plans to facilitate student learning and adjustment.

c. Consults with parents about intervention strategies to meet students' needs.

d. Collaborates with parents, teachers, and other school staff in implementing intervention strategies in a systematic manner.

3.3 Consults with teachers and other school staff on classroom, and/or school, needs.

Sample Evidences

a. Provides consultation on classroom management procedures and classroom organizational structures.

b. Provides consultation on application of effective schools and teaching principles and ways to increase academic engaged time for students.

3.4 Helps provide liaison and coordination between the school system and other relevant agencies to facilitate services for students and families.

Sample Evidences

a. Recognizes when there is a need for utilizing outside resources.

b. Ensures that students and families know about available community services and programs and assists them in accessing these services as appropriate.

c. Represents the school system at appropriate interagency meetings.

3.5 Interprets educational policies, programs, and procedures related to psychological services.

Sample Evidences

a. Explains laws, policies, and regulations related to services and programs for students to parents, teachers, and other school personnel.

b. Helps inform community agencies about school system programs and services and explains relevant policies and procedures.

3.6 Provides information, and/or education in the application of learning theory, child development, and other psychological principles to school personnel and parents.

Sample Evidences

a. Disseminates information through school or parent newsletter.

b. Is knowledgeable about current research in psychology and education.

c. Incorporates relevant research findings into daily practice and in work with school staff and parent groups.

d. Shares and interprets research findings applicable to the educational setting with teachers and other school personnel.

4.0 MAJOR FUNCTION: PROGRAM DEVELOPMENT

Assists in the planning, development, and evaluation of programs to meet identified learning and adjustment needs.

(Note. For the initially certified school psychologist, program development may focus on the classroom or school level. Systemwide programs may be included if the psychologist and school system choose but are not considered essential.)

4.1 Conducts and/or assists in conducting formal and informal needs assessment to determine program characteristics and needs.

Sample Evidences

a. Assists in designing procedures for conducting needs assessments.

b. Assists in collection and analysis of data to assess student and system characteristics and program needs.

c. Helps interpret data collected, including significance and confidence limits.

d. Uses data to identify needs and generate recommendations.

4.2 Works with others to develop programs and program strategies to maximize learning for students.

Sample Evidences

a. Demonstrates familiarity with system or school philosophy, goals programs, and curriculum.

b. Displays familiarity with current research in learning and education and brings this knowledge to bear in instructional planning.

c. Plans programs to meet assessed need within the constraints of available resources or works for the development of new resources needed.

4.3 Assists in planning for the evaluation of programs.

Sample Evidences

a. Works with others to develop overall program evaluation designs.

b. Helps to design methods for collecting program evaluation data, including questionnaires, standardized tests, observation records, etc.

c. Considers both quantitative and qualitative measures for determining effectiveness.

4.4 Assists school personnel in analyzing, interpreting, and disseminating results of program evaluations.

Sample Evidences

a. Applies knowledge of statistics to assist in analyzing and interpreting evaluation results.

b. Considers evidence that specified objectives were obtained, as well as the impact on the broader instructional or school program.

c. Assists in drawing appropriate conclusions from evaluation data, and in generating recommendations for program improvement and/or continuation.

d. Assists in writing up program evaluation results and in their presentation to school personnel, parents, and community.

5.0 MAJOR FUNCTION: SCHOOL PSYCHOLOGY PROGRAM IMPLEMENTATION

Delivers a planned and coordinated program of psychological services.

5.1 Assists in the development of a comprehensive program of services to all students.

Sample Evidences

a. Works to develop program objectives which address the three basic goals of service delivery: prevention/development, early intervention, and remediation.

b. Establishes priorities for service delivery in the schools in collaboration with appropriate school staff.

c. Assists in the development and/or revision of school psychologist's job descriptions.

5.2 Adheres to established program goals, priorities, and objectives.

Sample Evidences

a. Follows established policies and procedures in delivering services in the schools.

b. Arranges time and schedule to meet specified objectives and student needs, including the development of time lines for different services if needed.

c. Collaborates with other school personnel to accomplish program goals and objectives.

d. Evaluates program goals, priorities, and objectives at least annually and makes recommendations for needed changes.

5.3 Plans, maintains, and/or participates in a system of accountability for services delivered.

Sample Evidences

a. Maintains records of referrals, as well as all services requested and delivered.

b. Maintains a system of confidentiality for records and files.

c. Considers multiple methods for evaluating services (e.g., time and service logs, consumer feedback, outcome measures).

d. Provides written reports of services provided to students, parents, and school staff.

6.0 MAJOR FUNCTION: PROFESSIONAL PRACTICE AND DEVELOPMENT

Applies ethics and standards of professional practice in the delivery of school psychological services and observes relevant laws and policies that govern practice. Participates in professional organizations and continually seeks to improve professional knowledge and skill.

6.1 Delivers services consistent with the National Association of School Psychologists (NASP) and the American Psychological Association (APA) ethical principles and professional standards of practice.

Sample Evidences

a. Maintains copies of ethical principles and professional standards of practice in professional files.

b. Demonstrates the ability to interpret and apply ethical principles and standards of practice to delivery of services in the schools.

c. Limits professional practice in the schools to demonstrated areas of training and competence.

d. Involves peers, supervisors and administrators in the resolution of any conflicts between professional ethics and practice standards and practices in schools.

e. Advocates for acceptance of professional standards of practice and ethical principles as integral parts of the school psychology program.

6.2 Observes federal, state, and local policies and regulations in the delivery of school psychological services.

Sample Evidences

a. Demonstrates knowledge of and adheres to federal, state, and local policies and regulations which are applicable to the practice of psychology in the schools.

b. Understands and adheres to the statutes and regulations addressing the civil and legal rights of students, parents, and school personnel.

c. Complies with established lines of authority, within the parameters of professional standards of practice and ethical principles.

6.3 Works to ensure students' rights and welfare in the school and community.

Sample Evidences

a. Takes an active role in ensuring that appropriate school services for students are provided.

b. Takes an active role in obtaining appropriate community services.

7.0 MAJOR FUNCTION: COMMUNICATION AND RELATIONSHIP SKILLS

Communicates effectively with students, parents, and school staff.

7.1 Effectively communicates knowledge and ideas orally to individuals and groups.

Sample Evidences

a. Presents ideas in a planned, orderly, and coherent manner.

b. Uses educationally relevant and common terms and avoids highly technical jargon unless such use is necessary and is accompanied by an explanation of the term.

c. Distinguishes data from professional judgment and represents both as appropriate.

d. Presents information critical to the decisions to be made, but maintains appropriate confidentiality.

e. Solicits input or feedback from others.

7.2 Effectively communicates knowledge and ideas in writing.

Sample Evidences

a. Presents ideas in a planned, orderly, and coherent manner.

b. Uses educationally relevant and common terms and avoids highly technical jargon unless such use is necessary and is accompanied by an explanation of the term.

c. Data are provided to back up professional judgment, and both data and professional judgment are evident and clearly distinguished.

d. Reports maintain confidentiality and include only data that are relevant to learning, academic, behavioral, or school problems and to to needed services.

7.3 Maintains effective interpersonal relationships and communication in the professional setting.

Sample Evidences

a. Listens attentively to others as demonstrated through verbal behaviors such as acknowledging, reflecting, paraphrasing, summarizing, clarifying, and elaborating.

b. Sustains helping relationships by displaying respect, acceptance, empathy, genuineness, and warmth toward others.

c. Demonstrates ability to confront a person or persons with relevant issues.

d. Understands and works within one's role in the system and contributes to the total efforts of school psychological services, student services, and the LEA by demonstrating such attributes as sharing, cooperation, and assuming responsibilities.

APPENDIX C

(School Social Worker)

JOB DESCRIPTION OF THE SCHOOL SOCIAL WORKER

REPORTS TO: Appropriate Administrator

SUPERVISES: May supervise professionals, social work interns, paraprofessionals, and clerical staff.

PURPOSE: To promote maximum development of all students by prevention/alleviation of problems that interfere with the tasks of learning through knowledge of human behavior, social systems and social work skills.

DUTIES AND RESPONSIBILITIES:

1. MAJOR FUNCTION: ASSESSMENT OF STUDENT NEEDS

   The school social worker uses assessment skills to determine special needs of students.

2. MAJOR FUNCTION: PROGRAM PLANNING AND EVALUATION

   The school social worker provides input for program planning and evaluation and contributes to the development of departmental and system-wide policies.

3. MAJOR FUNCTION: DIRECT SERVICE

   The school social worker employs appropriate social work methods in situations affecting the student's educational progress.

4. MAJOR FUNCTION: ADVOCACY

   The school social worker maintains an advocacy role to assure that the student's educational, social, emotional and material needs are met in accordance with established laws, rules and regulations.

5. MAJOR FUNCTION: CONSULTATION/EDUCATION

   The school social worker provides consultation and in-service experiences for teachers and staff and engages in the mutual exchange of information with community agencies.

6. MAJOR FUNCTION: COORDINATION/LIAISON

   The school social worker serves as a liaison between home-school-community and promotes effective resource utilization and positive relations with various publics.

7. MAJOR FUNCTION: MANAGEMENT

   The school social worker organizes time, resources and work load in order to meet responsibilities and maintains accurate case records and documentation.

8. MAJOR FUNCTION: PROFESSIONAL PRACTICE AND DEVELOPMENT

   The school social worker shows evidences of professional growth and development and adheres to a professional code of ethics.

SCHOOL SOCIAL WORK: INITIAL CERTIFICATION FUNCTIONS, COMPETENCIES, AND SAMPLE EVIDENCES

1.0 MAJOR FUNCTION: ASSESSMENT OF STUDENT NEEDS

The school social worker uses assessment skills to determine special needs of students.

1.1 Gathers and records pertinent information to share with appropriate personnel.

Sample Evidences

a. visits homes to gather information

b. initiates parent conferences

c. interviews students and others

d. review cumulative records

e. communicates with various agencies to gain information

f. observes students in various settings

g. develops social histories

h. collects, interprets pertinent family, cultural, social economic and developmental information

1.2 Provides assessment services as appropriate for determining students with special needs.

Sample Evidences

a. locates various assessment instruments

b. utilizes various assessment procedures as appropriate for special purposes

c. facilitates services of others to assure appropriate assessment strategies

d. analyzes the various influences that affect student/parent/school/community relationships.

1.3 Provides assessment to assure the implementation of appropriate services and/or placement for exceptional children.

Sample Evidences

a. disseminates pertinent family, cultural, social, economic and developmental information

b. is familiar with assessment results that affected placement decisions

c. is knowledgeable of effectiveness of various services to assess appropriateness of placement

2.0 MAJOR FUNCTION: PROGRAM PLANNING AND EVALUATION

The school social worker provides input for program planning and evaluation and contributes to the development of departmental and system-wide policies.

2.1 Assists the school in planning programs that prevent/reduce/alleviate situations which may interfere with the learning process of students.

Sample Evidences

a. develops social and educational plans for students with special needs (academic, social, emotional, cultural, economic)

b. plans programs for preventive education (drug awareness, sex education, child abuse/neglect, attendance)

c. initiates and/or participates in related and pertinent educational research

2.2 Provides input as requested into system-wide and departmental policy and planning decisions.

Sample Evidences

a. keep abreast of school board policies and works to see that they are properly implemented

b. participates in system-wide and departmental meetings, committees, projects

c. represents system as requested in state and national meetings

d. participates in short and long range departmental planning (in-service, annual goals, etc.)

e. assists in developing departmental policy

2.3 Assists as requested in the evaluation of departmental and system-wide plans, policies and programs.

Sample Evidences

a. summarizes results of plans, policies and programs

b. prepares appropriate reports

c. share/disseminates findings to appropriate personnel

3.0 MAJOR FUNCTION: DIRECT SERVICE

The school social worker employs appropriate social work methods in situations affecting the student's educational progress.

3.1 Employs appropriate social work methods in situations affecting the student's educational progress.

Sample Evidences

a. locates resources for meeting these needs

b. provides information about these resources to parents, students and others

c. assists parents and students to avail themselves of these resources

3.2 Provides information about and facilitates use of resources for meeting clothing, nutritional, housing, transportation and health needs.

4.0 MAJOR FUNCTION: ADVOCACY

The school social worker maintains an advocacy role to assure that the student's educational, social, emotional and material needs are met in accordance with established laws, rules and regulations.

4.1 Maintains an advocacy role to assure that the student's educational, social emotional and material needs are met.

Sample Evidences

a. documents inadequacies in resources and services, calls them to the attention of appropriate persons, and promotes appropriate action to improve services

b. assures that services are provided in a way that is compatible with the culture of the child and parents

c. is supportive of parents needs to express their concerns about their child to school and agency personnel

4.2 Advocates for students and parents in accordance with established laws, rules and regulations.

Sample Evidences

a. provides support for the student and parents in due process situations; including but not limited to suspension, expulsion, placement and appeal

b. advocates for compliance with student rights and responsibilities

5.0 MAJOR FUNCTION: CONSULTATION/EDUCATION

The school social worker provides consultation and in-service experiences for teachers and staff and engages in the mutual exchange of information with community agencies.

5.1 Consults with staff and teachers on school and student needs.

Sample Evidences

a. assists in the identification and recognition of individual needs of students

b. assists staff in understanding cultural and socio-economic circumstances of families

c. assists in the development of plans to meet individual students' social, emotional and learning needs

d. assists when appropriate, in the development of classroom management programs

e. assists in the development of preventive education programs

f. assists in the recognition, identification and referral of child abuse/ neglect situations

g. informs teachers of their responsibility to facilitate appropriate attendance referral

5.2 Collaborates with community agencies to provide for student needs.

Sample Evidences

a. provides information to the public and private sector regarding the schools perception of students needs

b. utilizes information from community agencies in planning for the social, emotional and educational needs of students

6.0 MAJOR FUNCTION: COORDINATION/LIAISON

The school social worker serves as a liaison between home-school-community and promotes effective resource utilization and positive relations with various publics.

6.1 Effectively researches and utilizes community resources in addressing the needs of students and their families.

Sample Evidences

a. stays abreast of current information about community resources

b. confers and shares information with community agencies and private sector

c. identifies and documents needs not currently served in the school or in the community

d. makes appropriate referrals to community agencies

e. performs follow-up on referrals

6.2 Establishes, promotes and maintains positive relations with various publics.

Sample Evidences

a. initiates and maintains contacts with community agencies

b. develops effective communications with the various publics

c. works effectively as a team member within the school

d. establishes rapport which encourages staff consultations and referrals

e. advocates to assure that the students educational, social, emotional, and material needs are met

6.3 Serves as liaison between the home, school and community.

Sample Evidences

a. serves on interdisciplinary teams within the school system, such as student service and placement committees

b. serves on inter-agency committees

c. promotes mutual respect, understanding and support between school and home via parent conferences and home visits

d. translates and interprets various information for home, school and community persons

7.0 MAJOR FUNCTION: MANAGEMENT

The school social worker organizes time, resources and work load in order to meet responsibilities and maintains accurate case records and documentation.

7.1 Organizes time, resources, energy and workload in order to meet responsibilities.

Sample Evidences

a. plans daily activities

b. appropriately manages facilities, materials and equipment necessary to deliver school social work services

c. submits timely and accurate data and reports

d. uses established reporting procedures and channels

7.2 Maintains accurate case records and documentation.

Sample Evidences

a. makes and accepts referrals

b. provides follow-up and feedback

c. maintains adequate case records

d. documents information to substantiate circumstances relating to pertinent events

8.0 MAJOR FUNCTION: PROFESSIONAL PRACTICE AND DEVELOPMENT

The school social worker shows evidences of professional growth and development and adheres to a professional code of ethics.

8.1 Adheres to a professional social work code of ethics.

Sample Evidences

a. respects the dignity and worth of the students, staff, parents, recognizing their individual social, cultural and economic differences

b. demonstrates confidentiality in client relationships

c. interprets and adheres to laws related to rights of clients

8.2 Demonstrates effective communication and relationship skills.

Sample Evidences

a. presents ideas - in writing and orally - in a planned, orderly, and coherent manner

b. uses educationally relevant terms and avoids highly technical jargon unless such use is necessary and is accompanied by an explanation of the term

c. data are provided to back up professional judgment, and both are clearly distinguished

d. listens attentively to others as demonstrated through verbal behaviors such as acknowledging, reflecting, paraphrasing, summarizing, clarifying, and elaborating

e. sustains helping relationships by displaying respect, acceptance, empathy, genuineness, and warmth toward others

f. understands and works within one's role in the system and contributes to total efforts of school social work services, and the LEA by demonstrating such attributes as sharing, cooperation, and assuming responsibilities

APPENDIX D

(Professional Development Plans)

PROFESSIONAL DEVELOPMENT PLANS

RATIONALE:

The North Carolina State Board of Education, effective July 1, 1985, approved a process requiring local school administrative units in the state to develop and maintain a professional development plan for each certified person.

This action is based on the following beliefs:

That those involved in the profession of education must continue to learn and acquire better skills in order to keep current and informed in this time of rapidly expanding new knowledge.

That every educator has room for improvement. That every educator has much to learn about their area of instruction, supervision, or administration.

That an on-going systematic program of professional development will improve the quality of education in North Carolina.

That all educators who participate in planned professional growth will find themselves being more effective.

The following guidelines and sample forms with directions have been developed to assist in the design of Professional Development Plans.

GUIDELINES FOR DEVELOPMENT:

Professional Development Plans

1. Should be based on a positive model for improvement as often as possible as opposed to deficit models.
2. Should be based on the assessed needs of the individual, the school, or the local unit.
3. Should include rewards, reinforcement, motivation and leadership values which support professional development.
4. Should be developed collaboratively.
5. Should be directed at changing ICP behavior rather than student behavior.
6. Should provide linking mechanisms between training and actual job situations.
7. Should include both formative and summative evaluation mechanisms.
8. Should have a strategic component which is continually updated to accommodate change at various decision points.
9. Should emphasize individualized programs where possible.

10. Should be developed

    a. to encourage growth in on-the-job performance and
    b. to gain or refine skills.

11. Should be developed for a five year period to parallel the certificate renewal cycle and should include:

    a. a two year cycle for INITIALLY CERTIFIED teachers,
    b. a one year cycle to coincide with the PERFORMANCE APPRAISAL SYSTEM, and
    c. an appropriate cycle to coincide with decision points for the NORTH CAROLINA CAREER DEVELOPMENT PLAN FOR TEACHERS AND ADMINISTRATORS.

12. Should be reviewed periodically and revised as necessary.

13. Should include

    a. at least one long range goal,
    b. strategies for achieving the goal,
    c. target dates,
    d. resource requirements, and
    e. assessment strategies.

PROFESSIONAL DEVELOPMENT PLAN
SCHOOL COUNSELOR

Name _____ Position/Subject Area _____ School _____

Certification _____ Initial _____ Continuing Expiration Date of Certificate _____ Date of Professional Development Plan _____

Major Functions
- ☐ 1.0 Program Planning
- ☐ 2.0 Counseling
- ☐ 3.0 Consulting
- ☐ 4.0 Coordinating
- ☐ 5.0 Student Appraisal
- ☐ 6.0 Professional Practices and Development
- ☐ Other _____

Goal(s):

Practices and/or Strengths	Activities (Strategies)	Evidence of Completion	Resources	Target Date	Completion Date

ACCOMPLISHMENT Date
- ☐ Fully Accomplished _____
- ☐ Partially Accomplished _____
- ☐ Not Accomplished _____

REASON

SUPERVISOR'S COMMENTS

EMPLOYEE'S COMMENTS

SIGNATURES	SUPERVISOR'S SIGNATURE	DATE	EMPLOYEE'S SIGNATURE	DATE
Initial Conference				
Review -				
Review -				
Review -				

*If employee has initial certification, mentor and/or support team members should also sign.

PROFESSIONAL DEVELOPMENT PLAN
SCHOOL SOCIAL WORKER

Name _____ Position/Subject Area _____ School _____

Certification _____ Initial _____ Continuing Expiration Date of Certificate _____ Date of Professional Development Plan _____

Major Functions
- ☐ 1.0 Assessment of Student Needs
- ☐ 2.0 Program Planning and Evaluation
- ☐ 3.0 Direct Service
- ☐ 4.0 Advocacy
- ☐ 5.0 Consultation/Education
- ☐ 6.0 Coordination/Liaison
- ☐ 7.0 Management
- ☐ 8.0 Professional Practice and Development
- ☐ Other _____

Goal(s)

Practices and/or Strengths	Activities (Strategies)	Evidence of Completion	Resources	Target Date	Completion Date

ACCOMPLISHMENT
- ☐ Fully Accomplished Date _____
- ☐ Partially Accomplished _____
- ☐ Not Accomplished _____

REASON

SUPERVISOR'S COMMENTS

EMPLOYEE'S COMMENTS

SIGNATURES	SUPERVISOR'S SIGNATURE	DATE	EMPLOYEE'S SIGNATURE	DATE
Initial Conference				
Review -				
Review -				
Review -				

*If employee has initial certification, mentor and/or support team members should also sign.

PROFESSIONAL DEVELOPMENT PLAN
SCHOOL PSYCHOLOGIST

Name _____ Position/Subject Area _____ School _____

Certification _____ Initial _____ Continuing Expiration Date of Certificate _____ Date of Professional Development Plan _____

Major Functions
- ☐ 1.0 Assessment and Interpretation
- ☐ 2.0 Direct Interventions for Students
- ☐ 3.0 Consultation and Training
- ☐ 4.0 Program Development
- ☐ 5.0 School Psychology Program Implementation
- ☐ 6.0 Professional Practice and Development
- ☐ 7.0 Communication and Relationship Skills
- ☐ Other _____

Goal(s)

Practices and/or Strengths	Activities (Strategies)	Evidence of Completion	Resources	Target Date	Completion Date

ACCOMPLISHMENT Date
- ☐ Fully Accomplished _____
- ☐ Partially Accomplished _____
- ☐ Not Accomplished _____

REASON

SUPERVISOR'S COMMENTS

EMPLOYEE'S COMMENTS

SIGNATURES	SUPERVISOR'S SIGNATURE	DATE	EMPLOYEE'S SIGNATURE	DATE
Initial Conference				
Review -				
Review -				
Review -				

If employee has initial certification, mentor and/or support team members should also sign.

APPENDIX E

(Recommendation Form
for Student Services
Personnel – Form #C-14B)

Form# C-14B
(Revised 8/87)

DIVISION OF CERTIFICATION
STATE DEPARTMENT OF PUBLIC INSTRUCTION
EDUCATION BUILDING
116 W. EDENTON STREET
RALEIGH, NC 27603-1712

NORTH CAROLINA INITIAL CERTIFICATION PROGRAM RECOMMENDATION FORM FOR STUDENT SERVICES PERSONNEL

This form must be completed by the locally designated official for each person initially certified in a student services area at the end of the initial certification period. All decisions regarding continuing certification must be verified in the space provided.

_____ _____
LEA No.

NAME _____
LAST FIRST MIDDLE MAIDEN

ADDRESS _____
STREET OR P.O. BOX CITY STATE ZIP CODE

SOCIAL SECURITY NUMBER _____-_____-_____

Area (s) of Initial Certification (Use Certification Codes Only)_____

Initial Certificate Recommended By _____
Institution of Higher Education

Date Enrolled in Initial Certification Program _____ _____ _____
Month Day Year

Date Initial Certification Requirements Completed _____ _____ _____
Month Day Year

Professional Assignment at time of Recommendation
Check one: _____ Counselor _____ School Psychologist _____ School Social Service Worker

Continuing Certification (Check One): ____Recommended ____Not Recommended

Verification of Performance (Required with all recommendations):

Area of Initial Certification (Check Appropriate Column):

_____Counselor	_____Psychologist	____ Social Worker
Performance AT STANDARD was documented for each function:	Performance AT STANDARD was documented for each function:	Performance AT STANDARD was documented for each function:
Yes No	Yes No	Yes No
___ ___ Program Planning	___ ___ Assessment and Interpretation	___ ___ Assessment of Student Needs
___ ___ Counseling	___ ___ Direct Interventions	___ ___ Program Planning and Evaluation
___ ___ Consulting	___ ___ Consultation and Training	___ ___ Direct Service
___ ___ Coordinating	___ ___ Program Development	___ ___ Advocacy
___ ___ Student Appraisal	___ ___ School Psychology Prog. Implementation	___ ___ Consultation/Education
___ ___ Professional Practices/Development	___ ___ Professional Practices/Development	___ ___ Coordination/Liaison
	___ ___ Communication and Relationship Skills	___ ___ Management
		___ ___ Professional Practices/Development

Designated LEA Person Making Recommendation:

_____, _____, _____
(signature) (LEA) (date)

(FOR USE BY DIVISION OF CERTIFICATION)

_____ _____
(DATE) (SIGNATURE)